

168 individuals attended one of the three public hearings, and 111 individuals provided either oral, written or both oral and written comments. About 50 percent of those individuals that provided comment indicated general overall support for this initiative and 12 percent of those individuals that provided comment indicated general overall opposition to this initiative. A complete listing of comments received at each of the Public Hearings and at the Child Care Section is available on the *KidsFirst* web page.

Nine general categories of comments were reviewed with the Task Force. The following is a summary of Task Force Member action taken on the following Public Hearing comments. Categories of Public Hearing Comments are identified on the left, and Task Force Member Actions, when taken, are identified on the right:

<ul style="list-style-type: none"> Why is an unrelated bachelor's degree worth more points than an associate degree in early childhood? 	<p>Task Force Members have adjusted the Family Child Care Programs quality rating scale as follows:</p> <table border="1"> <thead> <tr> <th data-bbox="516 661 1442 695">Family Child Care Provider Qualifications:</th><th data-bbox="1450 661 1537 695">Points</th></tr> </thead> <tbody> <tr> <td data-bbox="516 699 1442 766">• Child Development Association (CDA) OR 6 credits related to early childhood education (ECE)</td><td data-bbox="1450 699 1537 732">1</td></tr> <tr> <td data-bbox="516 770 1442 804">• Infant-Toddler Credential</td><td data-bbox="1450 770 1537 804">3</td></tr> <tr> <td data-bbox="516 808 1442 842">• Administrator Credential</td><td data-bbox="1450 808 1537 842">4</td></tr> <tr> <td data-bbox="516 846 1442 913">• Related Associate Degree (ECE) OR Unrelated Bachelor's Degree (non-ECE)</td><td data-bbox="1450 846 1537 879">7</td></tr> <tr> <td data-bbox="516 917 1442 984">• CDA AND EITHER Related Associate Degree (ECE) OR Unrelated Bachelor's Degree (non-ECE)</td><td data-bbox="1450 917 1537 951">8</td></tr> <tr> <td data-bbox="516 989 1442 1081">• Credential (Infant Toddler or Administrator) AND EITHER Related Associate Degree (ECE) OR Unrelated Bachelor's Degree (non-ECE)</td><td data-bbox="1450 989 1537 1022">10</td></tr> <tr> <td data-bbox="516 1085 1442 1119">• Related Bachelor's Degree or higher (ECE)</td><td data-bbox="1450 1085 1537 1119">13</td></tr> <tr> <td data-bbox="516 1123 1442 1190">• Related Bachelor's Degree or higher (ECE) AND Credential (Infant Toddler or Administrator)</td><td data-bbox="1450 1123 1537 1157">14</td></tr> </tbody> </table> <p>Note: Points are non-cumulative.</p>	Family Child Care Provider Qualifications:	Points	• Child Development Association (CDA) OR 6 credits related to early childhood education (ECE)	1	• Infant-Toddler Credential	3	• Administrator Credential	4	• Related Associate Degree (ECE) OR Unrelated Bachelor's Degree (non-ECE)	7	• CDA AND EITHER Related Associate Degree (ECE) OR Unrelated Bachelor's Degree (non-ECE)	8	• Credential (Infant Toddler or Administrator) AND EITHER Related Associate Degree (ECE) OR Unrelated Bachelor's Degree (non-ECE)	10	• Related Bachelor's Degree or higher (ECE)	13	• Related Bachelor's Degree or higher (ECE) AND Credential (Infant Toddler or Administrator)	14
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<ul style="list-style-type: none"> If a program is able to recruit and retain well-educated staff, how will a program be supported to retain staff? The current child care system infrastructure of supports needs to be fully funded. Utilize current supports that have been developed in Wisconsin. 	<ul style="list-style-type: none"> Task Force Members identified the goal of developing a child care system that will provide for long term support services and adequate resources to achieve and sustain child care quality across Wisconsin. Task Force Members have identified that supports are necessary for child care programs to achieve high quality, and supports are necessary to sustain program quality. The Task Force Members recognize that <i>KidsFirst: Quality Counts for Kids</i> does not solve all problems facing the child care field, but it believes this program is a good start. Task Force Members clearly reaffirmed the goal of utilizing the current child care infrastructure, including training and technical assistance networks and agencies already in existence which are known and valued by the child care workforce. 																		
<ul style="list-style-type: none"> Why are child care program experience and 	<ul style="list-style-type: none"> Task Force Members reviewed research findings prior to establishing the Quality Rating Scale components. Research clearly indicates that the quality of care provided is linked directly to the education of the caregiver, 																		

<p>longevity not recognized on the Quality Rating Scale?</p>	<p>but not necessarily to the experience or longevity of a caregiver.</p> <ul style="list-style-type: none"> • T.E.A.C.H. scholarships are currently available to many child care teachers and programs to provide for the majority of tuition costs to access credit based instruction in Wisconsin. • Staff retention has been included as a component eligible to receive a point within the Professional Practice Category of the Quality Rating Scale for Group Child Care Centers. • Opportunities exist across the state for child care teachers, directors and family child care providers to bring their own personal portfolio of learning experiences to demonstrate understanding of core competencies in early childhood at technical colleges, private colleges and universities in order to receive credits in early childhood programs. Through recognition of experiences in high quality programming, as demonstrated by portfolio creation, earned credits can be applied for future degree programs.
<ul style="list-style-type: none"> • Why are other national accrediting bodies not recognized within the Quality Rating Scale Learning Environment category? 	<ul style="list-style-type: none"> • Task Force Members directed that other national accrediting bodies should be reviewed to determine their equivalency to the National Association for the Education of Young Children (NAEYC) Accreditation and the National Association of Family Child Care (NAFCC). • The Task force recommended that newly identified and approved accrediting bodies be measured against NAEYC/NAFCC Accreditation criteria, and a set number of points will be identified on the Quality Rating Scale to correspond with the determined equivalency.
<ul style="list-style-type: none"> • Who will complete the evaluation of the child care program? • How often will programs be evaluated? • There needs to be consistent interpretation across the state. • How will regulatory compliance be determined? 	<ul style="list-style-type: none"> • Task Force Members reviewed the comments that were received regarding the evaluation of programs and the identification of a quality rating for a program. Task Force Members strongly agree that any rating must be completed through an objective, fair, valid and reliable approach. The Task force strongly endorsed the consistency of evaluations throughout Wisconsin. The Task Force believes the Quality Rating System must be reflective of diverse child care programs, and be respectful of cultural and linguistic diversity across programs. • Task Force Members have identified the need for the Department of Health and Family Services, Bureau of Regulation and Licensing (BRL) to further review, clarify and modify when appropriate the definition of Regulatory Compliance, and to provide further detail that can be shared with the child care workforce. • Task force Members requested that one or more examples of “regulatory non-compliance” be included in a PowerPoint for members to use in presentations. • The Task Force directed that BRL work with the Department of Workforce Development and the University of Wisconsin-Extension Child Care Research Partnership to develop a definition for “Regulatory Compliance”. Information will be available for the PowerPoint and prior to the Governor’s Budget Announcement.